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ABSTRACT

A study and associated development work concerning bilingual elementary and secondary students in British schools is reported. The study was designed to examine the progress and needs of bilingual students in several schools in the Southampton (England) area. It arose from concern about possible marginalization of minority language students in the context of the new National Curriculum. Existing documentation on bilingual/multilingual learners was examined through a survey of area schools and agencies, and was found to be inadequate. A more substantial study was then undertaken in one elementary/middle school with a high language-minority population, using classroom observation and both oral and written surveys of both monolingual and bilingual students. Sixteen parents were also surveyed, and 21 teachers were interviewed for their perceptions of the impact of the National Curriculum on bilingual learners. School support of and participation in the project was found to be widespread and helpful. Results suggest that: (1) documentation on this population needs improvement; (2) the changing nature of the population requires constant monitoring; (3) tendency is toward bilingualism with English dominance; (4) teacher attitudes about the curriculum remain mixed; (5) patterns of Punjabi speaker dispersal are not as anticipated; and (6) parents want native-language classes. (MSE)

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CENTRE FOR LANGUAGE IN EDUCATION

UNIVERSITY OF SOUTHAMPTON

OCCASIONAL PAPERS, 32

BILINGUAL LEARNERS AND THE NATIONAL CURRICULUM

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DECEMBER 1994

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BILINGUAL LEARNERS AND LANGUAGE PROVISION IN THE NATIONAL CURRICULUM

INTRODUCTION

This paper reports on a project plus associated development work on bilingual learners. Fieldwork was carried out in 1991-2 at the time when the National Curriculum was beginning to have an impact on the practice of schools and teachers. In addition to the direct research aims, concerned with building up a picture of multilingual practices in the Southampton area, we were interested in the extent to which bilingual learners were perceived as being marginalised by the much commented on centralising tendencies of the new curriculum. Consequently we seized opportunities to work on the survey with enthusiastic colleagues in several schools beyond our original (and funded) intention, ourselves to teach in a middle school, and to extend the research aims to enable us to develop materials with teachers and learners. Our access to schools was made much easier by agreeing to work with learners as well as teachers - though, as the report shows, this raised problems of reliability of data that could not be completely overcome.

The main project, funded by the University of Southampton Research Fund, enabled a part-time researcher, with some clerical support, to work with the advice and support of a member of the Centre for Language in Education for nine months from October 1991 to June 1992. The main purpose was to develop a procedure for gaining fuller understanding of dispersal patterns of bilingual learners, as a background to concern about the monolingual bias of the National Curriculum. Thus the project would (it was hoped) develop a methodology in which the co-operation of teachers in schools would enable findings of the Linguistic Minorities Project (which reported in 1985) to be updated and augmented for Hampshire by a succession of school-based initiatives following the methodology of this project. With the limited resources available, the following outline aims were to be realised:

1. To survey existing documentation on multilingual learners in Southampton schools.

2. To identify one school for more detailed work, and work with key staff on a survey of present multilingualism.

3. To explore means of working with pupils and parents in documenting present practices and future patterns for two major linguistic communities represented in the school.

4. To present the findings and describe the methodology in a form that will enable others to repeat the process in other schools.

The first three aims were all achieved, but experience on the project made it difficult to see the value of immediately trying to encourage teachers to repeat the process in the immediately foreseeable future, as the demands of National Curriculum legislation made serious engagement with additional independent research impossible. While we received immense support from teachers, it was clear that a methodology for developing further survey activity without external funding was inappropriate.

REALISATION OF PROJECT AIMS

1. SURVEY OF EXISTING DOCUMENTATION

Initial survey: a) every school on Southampton, b) every official involved in provision of English as a Second Language, Community Languages, or Multicultural Education in southerm Hampshire, c) the Southampton Racial Equality Council.

Methods: Correspondence; library searches; telephone and face-to-face interview.

Initially we wrote to every school in Southampton, outlining the aims of the project, and asking for their help in giving us access to their individual documentation. We also asked them to share with us any experience or interests they already have in this area. Responses enabled us to contact, either in writing or directly, schools which were shown to have a large proportion of bilingual pupils, or which had staff who had been involved in multilingual or multicultural education. We gave these schools more detailed outlines of our project, and invited interested schools to contact us with a view to becoming closely involved. Simultaneously, we tried to make contact with everyone we heard of involved in any way in provision of English as a Second Language, Community Languages, or Multicultural Education in an advisory, administrative or inspectorial capacity. We benefited greatly from contact with the Southampton Racial Equality Council, and with the Co-ordinator for Community Language Teaching in Southampton and Portsmouth.

a) OUTCOMES OF CONTACTS WITH SCHOOLS

The returns from the schools were disappointing, though probably no more so than we had expected. Only eight replies were received to the initial letter, though we have contacted directly (usually by telephone) the six other schools that, on other evidence, we judged to have a sizeable number of bilingual learners. One school, Mount Pleasant First School, offered to share all their documentation with us, and five other schools expressed interest in working with the project. Mount Pleasant First School had integrated information on pupils' language use at home and school into its general record-keeping system. As 94% of the roll was bi- or multi-lingual, this issue was of great significance for the school.

b) OUTCOMES OF CONTACTS WITH LOCAL EDUCATION AUTHORITIES

We received much time, help and support from everyone we contacted in local authorities. Current initiatives in this area were mainly focused on assessment; however, a project was being set up in the North East Division of Hampshire to assess the numbers and needs of New Commonwealth children there. We were forced continually to emphasise the small scale of our project, and our limited resources, as there were constant requests to take on extra responsibilities over a wide geographical area!

In spite of this help and support, it proved extremely difficult to build up a coherent picture of multilingualism in Southampton schools as there was no all-encompassing documentation available on any issue. A question

on language use was planned for future admission forms for pupils, but there were only three sources of documentation currently available in mainstream schools. These were: the DES "Ethnically-based Statistics Survey", the DES survey for Formula-funding which has an "ethnic minority" category, and the recent survey of pupils of New Commonwealth origin which was undertaken locally to complete a bid to the Home Office for Section 11 funding. We shall deal with each of these separately.

(i) DES "Ethnically-based" statistics survey

This was sent out to schools in September 1990, to be completed, for years 1 and 7 only, by February 1991. It had a question on language use with fourteen categories of mother tongue listed. However, the level of return was so poor that the information is not usable. Informal explanations for the poor return range from the view that the issue is too sensitive for schools to worries about the procedures used in conducting the survey. Whatever the cause, it was not a good starting point for our research.

(ii) DES Survey for Formula Funding

This produced a 100% return. One question asked Headteachers to classify pupils as belonging to an ethnic minority or not, so it is possible to derive a gross figure on the proportion of ethnic minority pupils (as perceived by Headteachers), and of their distribution. Such an account gives some idea of the uneven distribution of ethnic minority pupils across Southampton schools: nearly three quarters of the schools having less than 5% of their pupils from ethnic minorities. Since the survey also contained 1990 as well as 1991 figures, there was some indication of the instability of the situation for particular schools. In some schools the proportion of pupils from ethnic minorities was reported as rising by 7-10% in one year, while in others the proportion fell substantially.

However, for our purposes, these figures had little direct value, as they did not address the issue of language use at all.

(iii) Section 11 Bids

Information was collected in mid-1990 in order to apply to the Home Office for Section 11 funding. The data collected from schools was only for New Commonwealth pupils, and would only have come from schools who perceived themselves to have a need for special funding. We were unable to obtain access to even a summary of the confidential data collected (which entailed obtaining permission from each school via the local authority). However, it was not anticipated by the responsible officer that the material would have been comprehensive enough for our needs.

c) OUTCOMES OF CONTACT WITH THE SOUTHAMPTON RACIAL EQUALITY COUNCIL AND THE COMMUNITY LANGUAGE CO-ORDINATOR

Initial contact with the SREC enabled us to meet Dr Jamil, who is responsible for community language classes, and for the training programme for such teachers in the Southampton and Portsmouth area. Before the project started we had access to the LEA-funded 1990 survey of mother tongue classes in Southampton, which provides valuable insights into multilingualism in the city.

This was produced as part of a programme for the training of tutors and running of community language classes. As far as possible it excluded schools whose function was primarily religious, and concentrated on independent language classes, revealing that more than 600 children were attending them in the city, some from as far afield as Winchester, Basingstoke and Gosport. Classes have largely been staffed by volunteers, and this commitment is felt, particularly by members of the Asian community, to have kept the languages alive over the past 15-20 years. In 1990 eight languages were offered by 32 tutors, and accommodation was provided free by state maintained schools. Concerns had been expressed, however, about the potential financial effects of schools' responsibility for their own budget, following the 1988 Education Act, and the impact of possibly rent for accommodation on the viability of classes supported mainly by parental contributions has still to be assessed. Associated concerns about the monolingual bias of the National Curriculum, and therefore the increased need for community language support, had direct relevance to our own project.

The SCER also commissioned a report in 1990 on "Mother Tongue Teaching: the perception of various ethnic minority groups in Southampton". This was based on interviews with twelve community organisations and representatives from the statutary education system. The findings reflected an overwhelming desire on the part of community representatives for officially supported mother tongue teaching in mainstream schools - but also revealed that more than half such schools did not acknowledge this need. The report concluded that minimally there should be provision for Punjabi, Urdu and Bengali. Dr Jamil reported a significant increase in interest in community language classes following this survey, but still felt that many potential pupils were not being reached because of lack of publicity.

CONCLUSION

No further public information appeared to be available. so it was clear that documentation was inadequate, and the need for a more substantial investigation was well established.

2. SURVEY IN ONE SCHOOL

Methods: Participant observation; questionnaire; interview; school pupil project.

The school chosen was Bevois Town First and Middle School, with 48% bilingual learners according to the DES Formula-funding Survey, and a wide spread of languages. It was clear from earlier consultation with schools that the work would have to emerge from projects carried out by pupils, supervised by teachers and researchers, if it was to be acceptable to any

school. Arrangements were therefore made for the researchers to work cooperatively with two Year 7 classes (the top year of the middle school, and equivalent to first year secondary) for one session a week, usually lasting an hour, though at times the whole morning was taken up. The starting point for the project was the administration of the Linguistic Minorities Project "Secondary Pupils Survey" (see Appendix A for an extract) to the whole of Year 7. (We are most grateful to Euan Reid, of London University Institute of Education, for giving permission to use the Pupil Questionnaire.) In subsequent weeks pupils carried out, collated and evaluated work on their own language surveys with younger pupils, and presented the results.

OUTLINE OF LANGUAGE SURVEY PROJECT IN BEVOIS TOWN

The LMP questionnaire was intended for monolingual pupils as well as multilingual ones in surveying "who speaks what, where, when, to whom, etc.." It was administered to the Year 7 pupils in the first session without any major problems; their view was that it would be suitable for Year 6 but not for younger pupils. The following session combined the needs of the class teachers in wishing to cover National Curriculum ground in working on "how to go about a survey" and the needs of the project in an activity aimed to raise awareness of the complexities and variety of language use in different contexts, both in English and in other languages. The bi/multilingual pupils were noticeably more skilled and perceptive in their observations. An outline of information gained from the year 7 survey was also used as feedback to the pupils with an extension activity expecting them to find the languages spoken by pupils and their families on language maps (see Appendix B). This information was subsequently presented on a large world map for display.

By this time it was clear that we were committed to a mini-development project in the school as the only means of exploring the questions we wanted to investigate that would gain us access for the necessary amount of time. Consequently, we shall summarise the development experience in the hope that readers may find it valuable in thinking about working with young learners on language surveys. We shall also comment on its limitations as a means of obtaining accurate data.

The next step was to survey Year 6 using the LMP questionnaire. Each pupil was partnered by a Year 7 pupil in order to help the younger pupils and also to consolidate the data gathering process for Year 7. The information from the Year 6 (Appendix C) questionnaires was collated by Year 7 pupils (not a quick procedure but the pupils appeared to be involved and happy to continue). Information from the Year 6 survey was fed back to them by the Year 7 pupils who also worked at graphic presentation of the information from both year groups.

The problem of gathering the same information from the younger pupils was then put to the Year 7 pupils, who were asked to propose their own survey instruments. The pupils were by now conversant with all the areas of information covered in the survey and were also aware of some of the problems of reliability with the younger age group. The main ideas were as follows (see Appendix F for example material):

Initial whole class surveys:

Recording languages spoken in different formats with a possible follow up targeting of bi/multilingual pupils for more in depth questioning about language use.

Use of translations:

i) Using different language speakers in Year 7 to do separate language surveys.
ii) Using Panjabi and Pushto questionnaires which would also be available on tape.

Different formats of questionnaire:

i) Circle idea to be written on (not for the youngest children).
ii) "Happy faces" questionnaire to be filled in (by colouring in the happy face for particular language groups) as talked through with helper.
iii) Picture diagram with central face (to be coloured in) surrounded by faces for family members and arrows for language use. This could be aimed at the youngest children, with a helper.
iv) Languages in the neighbourhood survey: A two-question voluntary survey about languages spoken by neighbours and by work colleagues of parents.

In addition, an introductory tape of "Hello" in all the languages spoken in the school was made by two pupils.

These ideas were developed and piloted in small groups of pupils and then modified. For example, a question "Do you have a brother or sister, who?" was added to the Happy Faces survey in order to identify easily any siblings, to enable us to crosscheck responses by comparing with those of siblings elsewhere in the school. Class surveys were also found to be more useful when a distinction was made between being able to speak a language "well" or "only a little". A third question about attendance at mother tongue classes was also added.

At the beginning of March Years 1-5 were surveyed during one day with a combination of class surveys and individualized questionnaires undertaken on a 1:1 or 1:2 basis. Panjabi speakers in Years 3-5 were interviewed using a translation of the LMP survey.

OUTCOMES OF THE LANGUAGE SURVEY PROJECT AND PRELIMINARY EVALUATION:

The LMP questionnaire appeared to be an appropriate and useful instrument with both Years 6 and 7, though one Year 6 teacher expressed concern about the possibility of over-reporting by some children.

The whole-class oral surveys gave us a quick indication of the range of languages spoken and also the numbers of individuals involved in language maintenance or literacy programmes. However, one class 5 teacher expressed concern that some pupils seemed reluctant to acknowledge their own

linguistic repertoire. Certainly, they had a useful function in locating bilingual speakers without devoting substantial time to non-syllabus items, and using a great deal of photocopying paper for written questionnaires. However, the full questionnaire, though more expensive in time and resources, did not take long to administer and is preferable because it

i) is addressed to all pupils,
ii) records a much wider range of language use and
iii) is inherently useful as a starting point for the development of the pupils' awareness of language use across the school.

However, the problem of the questionable appropriacy of this instrument for younger children remains.

The two ingenious picture questionnaires (ii and iii on p.7 above) appeared to be very successful in actually obtaining information about language use in the family from extremely young children (5-6 year olds). The process of interaction between the older and younger pupils seemed to have been a mutually beneficial one. The older pupils' experience was certainly beneficial to the survey itself through their being able to identify languages spoken through knowledge of siblings.

The group that translated the section of the LMP questionnaire for bilingual learners into Panjabi had organized themselves very well and had worked with groups of 3-6 pupils from Years 3, 4 and 5 with varying success. They did, however recognize the problems of reliability they faced (largely with those pupils who were close to them in age) and were able to reflect on the situation intelligently, suggesting that the major problems related to the size of the group and that working on a 1-1 or 1-2 basis would be more worthwhile.

This conclusion is supported by the example of the picture questionnaires which were carried out with this interviewer/pupil ratio and taken very seriously. The three girls responsible for the Panjabi questionnaires made a short presentation of their work at the Centre for Language in Education seminar on the project on Saturday March 14th 1992.

This was the first attempt at dissemination of the project's work to teachers and was well attended by class teachers, ESL teachers in the area as well as representatives from Colleges and the University. We were able to display the work achieved by the Bevois Town pupils at this seminar - some of which was also part of a "Language Focus" display which toured the Cantell Consortium schools.

However, the reliability of the data gathered by the pupil surveys and the LMP survey itself cannot be absolute if these methods are used, though the numbers of speakers of different languages from these surveys can be checked against the statistics held by the Section 11 teacher at Bevois:

Results of the Numbers of Speakers of Panjabi, Pushto and Urdu from the Year 7 Surveys Compared to the School Section 11 Statistics:

	Panjabi		Pushto		Urdu	
	Sect. 11	Yr. 7	Sect. 11	Yr. 7	Sect. 11	Yr. 7
Reception:	2	1/2*	1	1	2	2
Year 1:	2	1*	2	2	2	/*
Year 2:	6	6	3	2*	1	?1
Year 3:	4	4	2	3*	2	5*
Year 4:	7	5*	/	/	1	2*
Year 5:	5	4*	2	3*	1	2*
Year 6:	10	10	/	1*	4	2*
Year 7:	6	6	2	2	2	1*

*14 out of 24 groupings show some discrepancy, though only 3 are of more than one item. Although these may to some extent be explained by absentees on the day of the Year 7 survey, there are other reasons such as problems in language definition contributing to the basic unreliability of existing statistics, for the Section 11 statistics are not held to be completely reliable themselves.

The involvement of the pupils in the project seemed to have been crucial for access to the school at that time. Working with them improved the quality of our access to the school as a whole, and was felt to be valuable for them also. They displayed a mature and sensitive ability to reflect on the task and many of them showed excellent organizational skills. The class teachers indicated that the pupils were extremely positive towards the project and had gained a great deal from it. Initially there had been worries that too much time was being taken away from the National Curriculum but one teacher in particular was surprised and pleased at the number of Maths attainment targets that had in fact been covered.

Nonetheless, the language identification results could not be considered more reliable than those from other sources, and could only be seen as suggestive.

3. COMMUNITY PRACTICES

Methods: Questionnaire; semi-structured interview

In addition to work with pupils, during March we were able to begin making contact with parents and piloted a survey on language dispersal with 16 parents.

CONTACT WITH PARENTS:

Although Panjabi was easily identifiable as the majority community language. The second linguistic community was more difficult to identify. As it appeared that the Pushto speakers seemed to identify Urdu as the language of literacy we decided to target the parents of the speakers of Punjabi, Pushto and Urdu in order to build a picture of their perceptions of language needs over the next 10 years. After detailed discussion with advisors, a questionnaire on language dispersal (Appendix E) was worked through with 16 parents during the Bevois Town Open Evenings.

SUMMARY OF TRENDS : LANGUAGE DISPERSAL QUESTIONNAIRE (n=16)

The majority of respondents (14)live within a two mile radius of the school. The majority have family in Southampton, in other cities in the UK or living outside the UK (11). Only one had relatives outside the cities in UK. Only one parent had been living outside the UK 10 years ago. The majority were living either in the same place (9) or another district of Southampton (5). Many parents did not speculate about where they might be living in the future but dispersal outside the city was anticipated by only one, either for themselves or for near relatives. The only reason for moving house that had any common support (3) was to increase size, usually to accommodate a son's family. Language maintenance was felt to be an important issue with the family (9), religion (9) and significantly, state schools (9) being the most important factors in maintaining language support.

SUMMARY OF SURVEY DATA: BEVOIS TOWN SCHOOL:

Although the previously stated qualifications about the reliability of data must be born in mind, there is evidence largely from comparison of sibling surveys, that self-report by children aged 7 and over would seem to indicate a reasonably high level of accuracy. The other major qualification concerning the following summary is the size of sample on which the picture of language use is based: Whereas the sample of Panjabi speakers numbers 42 pupils, that of Pushto and Urdu speakers numbers only 6 and 5 respectively.

15 languages are spoken at Bevois Town School. 97 pupils indicate the use of a language other than English as a first or second language. 19 others report the use of a third language or that another language is used in the family. 31 pupils attend classes in their home or religious language.

The pattern of language use amongst the Panjabi, Pushto and Urdu speaking communities reveals a clear pattern of intergenerational language shift which appears to be significantly more advanced in the Panjabi speaking community (see Appendix C, Fig. 1, for the pattern of shift). Almost all families use Panjabi and English in the home with Panjabi still the majority medium of communication with grandparents. Both languages are used between parents and children whilst the majority of pupils use only English with their siblings.

The pattern of language use with mothers in the Panjabi speaking community (Appendix C, Fig.2) does not follow the traditional view that Asian mothers tend to use L1 with their children.

COMPARISON OF THE LANGUAGE USE OF PANJABI SPEAKERS ACROSS THREE SCHOOLS

We were lucky to have colleagues who used the language use questionnaire in two other schools, enabling a limited comparison to be made.

Size of sample:
Panjabi speakers: Bevois Town 35; Regent's Park 21; Cantell 24

Patterns of Language Shift:
Home: Almost all families used both L1 and English at home.
Playground: Only a tiny proportion of non-English use reported.
With fathers: Slightly more fathers use L1 than use both languages or code-switch.
With mothers: At Bevois, code-switching is the norm; at Regent's Park significantly more mothers speak to children in L1 whereas the majority of children use both languages to their mothers. Panjabi only is used more than English only.
With siblings: In all schools, the majority of pupils report use of English only with siblings; only two pupils report L1 only.
With grandparents: Only a handful report English only, and a very small proportion report both languages. The majority use L1 only.

FURTHER EVIDENCE FROM REGENT'S PARK SCHOOL

Range of languages spoken in year 7:

Panjabi	26
Urdu	6
Hindi, Bengali, Gujerati, Pushto Yoruba, Farsi, Chinese Kiswahili, Italian, "Moroccan"	2
German, Irish, Spanish	1

TEACHERS' PERCEPTIONS OF THE IMPACT OF THE NATIONAL CURRICULUM ON BILINGUAL LEARNERS

To assess the impact of the National Curriculum on existing practice (as reflected in teachers' perceptions), semi-structured interviews were conducted with twenty-one teachers in six First and Middle Schools in Southampton. Four of the schools had sizeable bi/multilingual populations (approximately 94%, 45%, 25% and 10%). The remaining two reflected the general picture of local schools, with 5% or less of bi/multilingual pupils. Most languages other than English originate in South Asia, with Panjabi speakers comprising the largest group in the four substantially multilingual schools.

No teacher reported more than a handful of English beginners, and teachers of the older range tended to feel that their pupils had English proficiency similar to native speakers'. Several teachers, however, emphasised that ability varied and that bilingual pupils were a heterogeneous group. Several also believed that literacy did not reflect the oral fluency of their pupils.

Policy and practice varied, from a school with a long established multicultural ethos and linguistic diversity an integral part of the

curriculum, to two schools with no language policies that referred to bilingual learners at all. Several teachers commented on their being unprepared for working with bilingual learners, typified by:

> Bilingualism is something I've never really considered until it actually hit me...

Four schools provided ESL support, while the other two called on the local peripatetic team for individuals as need arose.

Several comments suggested that the National Curriculum was having a positive effect on attitudes:

> It's helped because it's actually raised the awareness of the teachers in terms of the children's needs in English...
>
> The main element of the National Curriculum that affects us is that all children have to have access...

In addition, one Year 2 teacher felt that practice had changed for the better in that more group work was now being undertaken.

However, there were also less positive comments:

> The constraints of time are a very pressing difficulty...
>
> The rush means that you are likely to give less time to the experiential areas that are...important...
>
> Initiatives have to compete with a very overcrowded agenda
>
> Lots of teachers feel they've got too much on (eg records)...and they don't regard bilingualism as an important enough issue...

Overwhelmingly, in addition, there was concern about the implications of testing, especially in First School. There was also negative comment about the apparent lack of foresight in planning for bilingual learners, and the monolingual assumptions of the English curriculum. One First School teacher summed up this view, saying that the National Curriculum was "introduced too quickly and the quantity of what teachers are meant to wrestle with in a short space of time is intolerable".

CONCLUSION

The project was intensive and perhaps over-ambitious for the time it was carried out, when the impact of the National Curriculum severely limited teachers' opportunities for reflection and research. Nonetheless, the support offered by schools, and especially Bevois Town and Mount Pleasant could not have been greater. The enthusiasm of teacher colleagues for working simultaneously at Cantell and Regent's Park meant that some comparative data from secondary schools was unexpectedly obtained, also. At the same time, the project revealed the limitations of existing documentation (without having the resources to attempt anything comprehensive for the Southampton area). It also showed the major value of school-based survey work, while also exposing potential limitations in

terms of reliability of data, unless there is substantial opportunity for cross-checking. Altogether, the experience of working with pupils and parents was valuable, though necessarily only suggestive for the future. The one part of the project that could not be completely realised was the intention of developing a replicable methodology. Conditions did not suggest that similar evidence could be obtained by teachers working on their own in the present climate of over-work and heavy assessment arising from the implementation of the National Curriculum. At the same time, a return to the Questionnaires of the Linguistic Minorities Project, and re-use of our own Language Dispersal Questionnaire could still be valuable as an adjunct to the data gathering that may be required by government agencies.

What, then, has been learnt? The following key observations can legitimately be derived from work on this project:

(i) documentation on bilingual learners in Southampton schools remains idiosyncratic and patchy, and would benefit from at least one attempt to develop a comprehensive and scholarly picture - but this would require investment and administrative support considerably beyond what was available to this project;

(ii) the range of languages available within particular schools can be studied with profit by in-school work; however, the situation is volatile and requires constant monitoring, and development projects or surveys as part of National Curriculum provision may help in this process;

(iii) our survey confirms the tendency towards bilingualism with a bias towards English across the younger generations of particularly Panjabi speakers (LMP,1985: 200) and suggests that some mothers are increasingly using English to their children;

(iv) views of teachers about the impact of the National Curriculum on bilingual work remain mixed, with some waiting to see, and others more uncertain about its centralising tendency;

(v) we have uncovered no significant evidence of a dispersal (or of any intention to disperse) of Panjabi speakers out of Southampton, but that depended on a small sample, and further work is necessry in this area;

(vi) the importance to parents of mother tongue classes has been confirmed, with the role of state schooling in facilitating this being seen as significant.

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Appendices:

A Extract from Linguistic Minorities Project Secondary Pupils Survey

B Bevois Town School Language Survey of Year 6 by Year 7 pupils

C Language Use of Panjabi Speakers at Bevois Town School

D Background Statistics:
- Languages reported in 1985 & 1990 Primary School Surveys
- Distribution of Ethnic Minority Pupils in Southampton Schools 1991
- No's of Bilingual Children in SW Division, Hampshire
- Community Language Classes in Southampton, July 1990

E Language Dispersal Questionnaire

F Example Materials for Young Pupils

3 Talking to your family and friends

9 Which two languages do you mainly use now with your family and friends?

I use...

and...

FINISH EACH OF THE SENTENCES BELOW BY PUTTING A TICK in ONE OF THE BOXES.

IF, FOR ANY REASON, THE SENTENCE DOESN'T APPLY TO YOU, TICK THE FOURTH BOX IN THE ROW

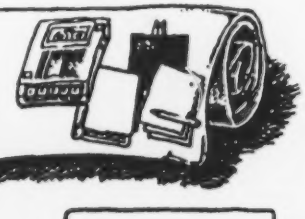
When I'm talking...				BOTH LANGUAGES EQUALLY	DOESN'T APPLY
10 to my father I usually speak					
11 to my mother I usually speak					
12 to my brother(s) I usually speak					
13 to my sister(s) I usually speak					
14 to my grandfather(s) I usually speak					
15 to my grandmother(s) I usually speak					
When I'm spoken to...					
16 my father usually speaks to me in					
17 my mother usually speaks to me in					
18 my grandfather(s) usually speak(s) to me in					
19 my grandmother(s) usually speak(s) to me in					

20 In school breaks, my friends and I usually speak in					

21 Please write in the names of any other languages spoken in your family.

GREEN

4 Learning languages



22 Apart from the two languages you mainly use, write the names of any other languages you understand at all.

23 Do you go to any language classes besides English, French, German or Latin (inside or outside school)? yes ☐ no ☐

If you ticked NO, go to page 5

If you ticked YES, carry on with this page

24 Which language or languages are you learning at these classes?

25 About how many hours do you spend at these classes? I spend about ☐ hours

26 When do you go to these classes?

in school lesson time	
in lunch hours or breaks	
after school or in weekday evenings	
at weekends	

27 Where do you go to these classes?

in your own school	
in another school	
in a mosque, gurdwara, temple or church	
somewhere else (say where)	

28 How long does it take to get to these classes? about ☐ minutes

Go now please to question 33 on page 5

GREEN

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Year 7 Language Survey

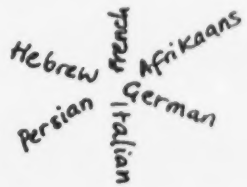
Did you know there are more than 10 languages spoken in Year 7?

Arabic, Malay, Romany, Tamil, English, Kutchi, Gujerati, Urdu, Punjabi, Pushto

Some families also use Swahili and Hindi.

In one family all these languages are used:
Portugese, Hindi, Italian, Punjabi, Gujerati and English!

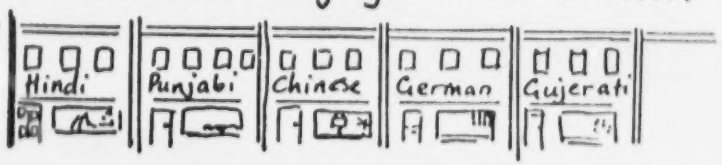
Some of our grandparents grew up speaking:



One dad can speak Jamaican.

Some of our neighbours speak German, Czech and Chinese.

We noticed these languages in our district:



Some of us attend classes in Punjabi or Arabic.

Language Survey: Year 6.

Languages spoken.	As a 1st lang.	As a 2nd/3rd lang	Nos. attending classes.
Punjabi	10	3	3
English	13	21	
Urdu	2	1	3
Bengali	2		
Hindi	2		
Gujerati	1		1
Pushto	1		
Maltese	1		
Fijian	1		
Chinese	1		
Greek.	1		

Total number of pupils surveyed : 34

Some parents/grandparents grew up speaking:

French, Spanish, Arabic, German, Polish, Italian and an African language.

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APPENDIX C

LANGUAGE USE OF PUNJABI SPEAKERS AT BEVOIS TOWN SCHOOL

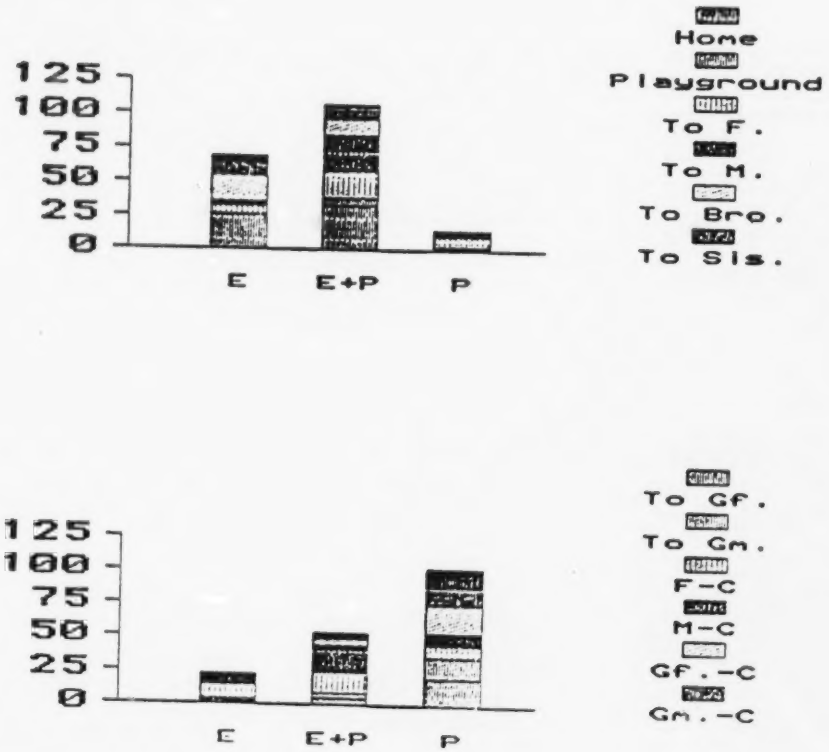

Fig. 1

LANGUAGE USE WITH MOTHERS

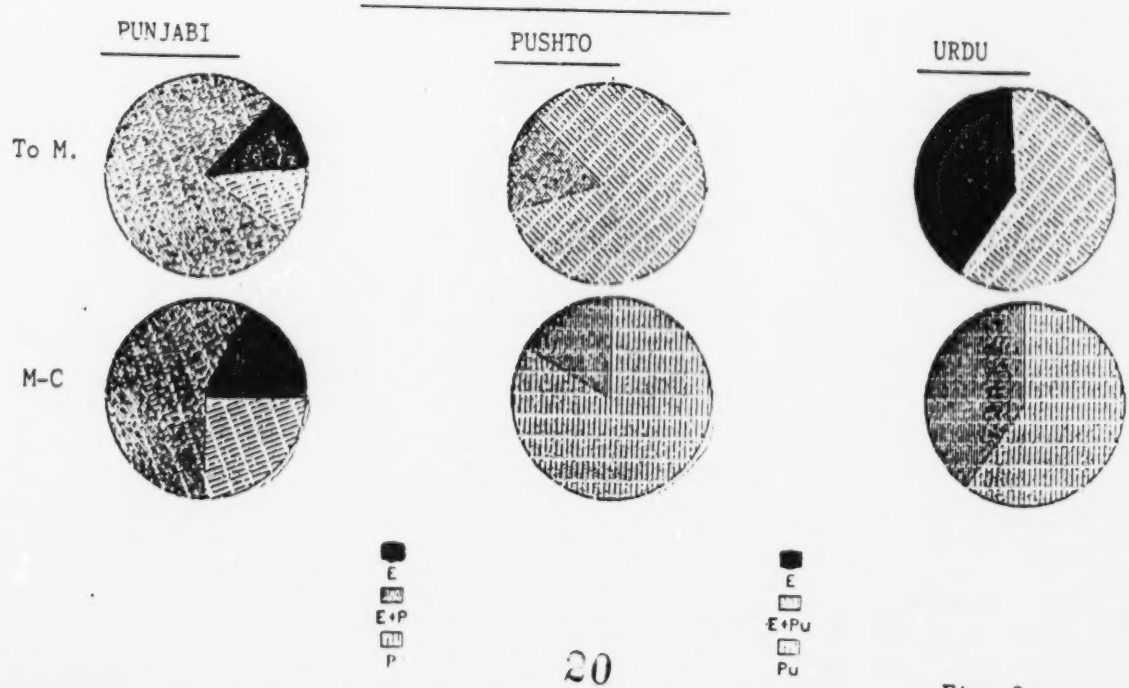

Fig. 2

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Languages reported in the 1985 & 1990 Primary School Surveys.

	1985	1990
No of schools participating in survey	77	43
% of total no. of schools	100%	60%
No. of pupils in survey (5-12 yrs)	17,780	10336
No. of pupils using a lang. other than Eng.	1,088	825
% of pupils using a lang. other than Eng.	6.1%	7.9%
No. of langs reported.	34	38

Most frequently reported spoken lang. as a % of the no. of pupils using langs. other than Eng.

Punjabi	43%	50%
Urdu	18%	17%
Bengali	7%	15%
Gujerati	5%	3%
Chinese	5%	3%
Hindi	4%	3%
Arabic	3%	3%

Source :

1985 : Questionnaire of the Southampton Area Working Group on the Education of Ethnic Minority Children.

1990 : Questionnaire of the Education of Ethnic Minority children. Dennis Martin.

Distribution of Ethnic Minority Pupils in Southampton Schools 1991

No. of schools	% of total no. of schools	% of ethnic min. pupils in school.
64	78·5	< 5
11	13·5	5 – 10
5	5·5	10 - 20
3	3	20 - 30
4	4·5	> 30

Total no. of ethnic minority pupils - 1912

4·5 % of schools have 55% of pupils
7·5 % of schools have 74% of pupils.

Source: DES survey for Formula Funding

Schools with full time Section 11 Teachers. Nos. refer to <u>all</u> bilingual children in the schools.

School (Primary)	Total bilin. child.	Nos. at each stage				Nos. from non-commonwealth cs.
		1	2	3	4	
1. (1st & Mid)	36	10	16	7	3	5
2. (1st & Mid)	130	51	46	33	0	0
3. (Nursery)	80	71	9	0	0	1
4. (1st)	157	42	114	1	0	2
5. (Mid)	176	16	87	62	12	1
6. (1st & Mid)	105	15	39	41	12	0
Total	684	205	311	144	27	9

School (Secondary)	Total bilin. children.	Levels							Common-wealth	non-commonw.
		1	1-2	2	2-3	3	3-4	4		
1	192	7	2	11	10	101	28	33	166	26
2	176	3	9	46	/	81	3	34	168	8
Total	368	10	11	57	10	182	31	67	334	34

<u>Total</u> number of children receiving E.S.L. support from the South West peripatetic Team:

No. of schools	Total bilin. children	Stage 1	Stage 2	Stage 3	Stage 4.	Nos. from non-commonwealth
48	228	72	78	74	4	53

Statistics collected by Athene Grimble '92

Community Language classes in Southampton July '90

Language	No of Locations	No. of Tutors	No of children.	Age
Arabic/ Parsi	2 (school + Mosque)	2	32	4-15
Bengali	1 (school)	1	10+	5-13
Chinese	1 "	8 + 1 Head	90+	5-16
Gujerati	1 "	1	27	5-13
Hindi	1 "	1	25	5-15
Polish	1 (club)	6	60+	3-16
Punjabi	5 (school Gurdwara)	6 (+1 volunteer)	280+	4-19
Urdu	2 (school + club)	5	116+	3-14
Vietnamese	TO OPEN SEPT.			
Bengali	"			

Source: A Report on the Survey of Community Language Classes in Southampton & Portsmouth.

24 Jamil & Swarup 1990.

APPENDIX E

LANGUAGE DISPERSAL QUESTIONNAIRE

We would like to ask your help in answering a few questions, so that we can understand possible language needs in schools for the next ten years. Answering this is entirely voluntary, so please only give us replies if you are happy to do so.

The purpose of this questionnaire is to help us understand where bilingual learners may live in Britain over the next ten years. Knowing more about this will help in planning future language provision for schools.

Where appropriate, please tick "yes" or "no"
e.g. _____

	YES	NO
1. Do you live now:		
a. in the City of Southampton	____	____
If yes, in what district of the City ? _____		
b. in the countryside, outside Southampton	____	____
c. in another town or city	____	____
If yes, which one ? _____		
2. Do you have any brothers, sisters, mothers, fathers, sons or daughters who live:		
a. in cities in UK other than Southampton	____	____
If yes, in how many different places ? _____		
b. in the country in UK, outside cities or towns	____	____
If yes, in how many different places ? _____		
c. in small towns in the country in UK	____	____
If yes, in how many different places ? _____		
d. outside UK	____	____

	YES	NO
3. Ten years ago, in 1982, where did you and your immediate family live ?		
a. in the same place as now	____	____
b. in another district of the same city	____	____
If yes, which one ? _____		
c. in another city in UK	____	____
If yes, which one ? _____		
d. in a small town in the country in UK	____	____
If yes, which one ? _____		
e. in the country in UK, outside cities or towns	____	____
f. outside UK	____	____
4. Have you moved house in the last ten years ?	____	____

If yes, how many times ? Once _____ Twice _____

Three times _____ Four times _____

Five times _____ More than five _____

5. In ten years time, in 2002, where do you expect to live with your immediate family ?		
a. in the same place as now	____	____
b. in a small town in the country in UK	____	____
c. in a city in UK	____	____
d. in the country in UK, outside towns or cities	____	____
e. outside UK	____	____

6. In ten years time, in 2002, do you expect your sons, daughters, brothers, or sisters to live:

	YES	NO
a. near where you live now	____	____
b. in several different cities in UK	____	____
c. in a mixture of cities, and country towns in UK	____	____
d. outside towns and cities in UK	____	____
e. in a single city in UK	____	____

If yes, which city: _____

f. other, please specify:

_____

_____

7. Do you expect to move house in the next ten years ? ____ ____

If yes, please say what your major reasons for moving are expected to be:

	Strong reason	Possible reason	Unlikely reason
To be close to relatives	____	____	____
To be close to work	____	____	____
To get better educational facilities	____	____	____
Access to community language support	____	____	____
Others (please specify)			
_____	____	____	____
_____	____	____	____
_____	____	____	____

YES NO

8. Do any of your children attend community language classes ? ____ ____

If yes, where ? (please tick)

religious classes ____ community centre ____

family ____ state school ____

LEA supported classes ____

other (please specify) _____

If they are not attending such classes, what are the major reasons for not doing so ?

_____

_____

9. Please say which of these you think will be most important in ten years' time for supporting languages other than English for your children, wherever they will be living

	Very important	Fairly important	Not important
religious classes	_____	_____	_____
community centre	_____	_____	_____
family	_____	_____	_____
state school	_____	_____	_____
other (please specify)			
_____	_____	_____	_____

10. In 2002, will educational support for maintenance of community languages (other than English) be

easy	difficult	don't know	
_____	_____	_____	in cities in UK ?
_____	_____	_____	in small towns in UK ?
_____	_____	_____	in the country in UK ?

THANK YOU VERY MUCH INDEED FOR HELPING US.

YOUR CHILDRENS' LANGUAGES

We are doing a small research project at the University of Southampton, finding out about the variety of different languages spoken by children in Southampton schools.

We have been working with children in Year 7 at Bevois Town, finding out about all the different languages used by children and their families at home and at school.

We are trying to build a picture of possible language needs in 10 years and hope to be able to talk to any parents who use Punjabi, Pushto or Urdu, who would be willing to help us by answering a few questions. One of us will be at the Bevois Town Open Evenings: March 17th-19th and would be very grateful for any help you can give us.

Professor Christopher Brumfit
Ms. Kathy Mason

ਤੁਹਾਡੇ ਬੱਚਿਆਂ ਦੀ ਬੋਲੀ

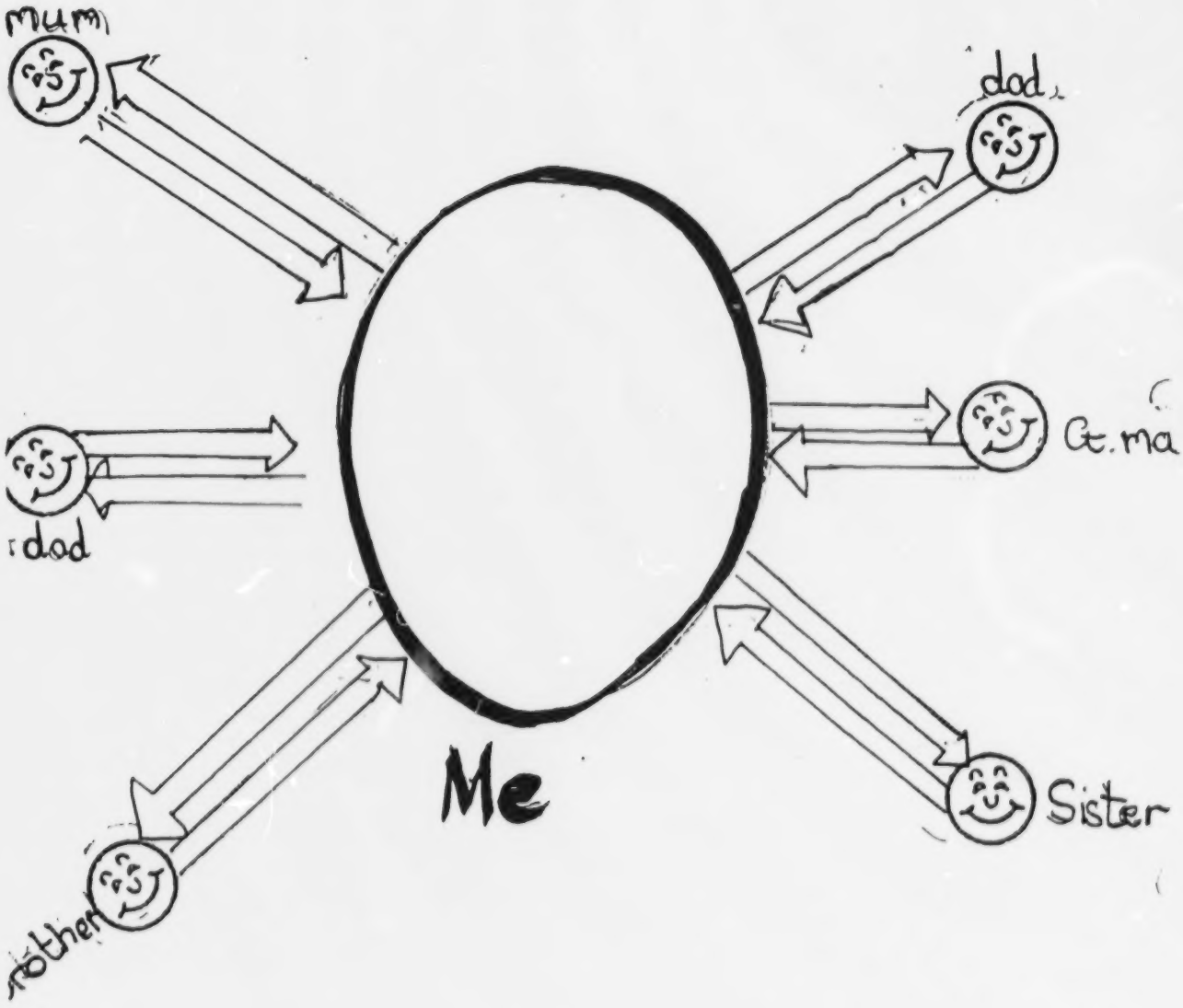
ਅਸੀਂ ਯੂਨੀਵਰਸਿਟੀ ਆਫ਼ ਸਾਊਥੈਂਪਟਨ ਵਿੱਚ ਇਹ ਜਾਣ ਕਰ ਰਹੇ ਹਾਂ ਕਿ ਬੱਚੇ ਤਰ੍ਹਾਂ ਤਰ੍ਹਾਂ ਦੀਆਂ ਬੋਲੀਆਂ ਸਾਊਥੈਂਪਟਨ ਦੇ ਸਕੂਲਾਂ ਵਿਚ ਬੋਲਦੇ ਹਨ।

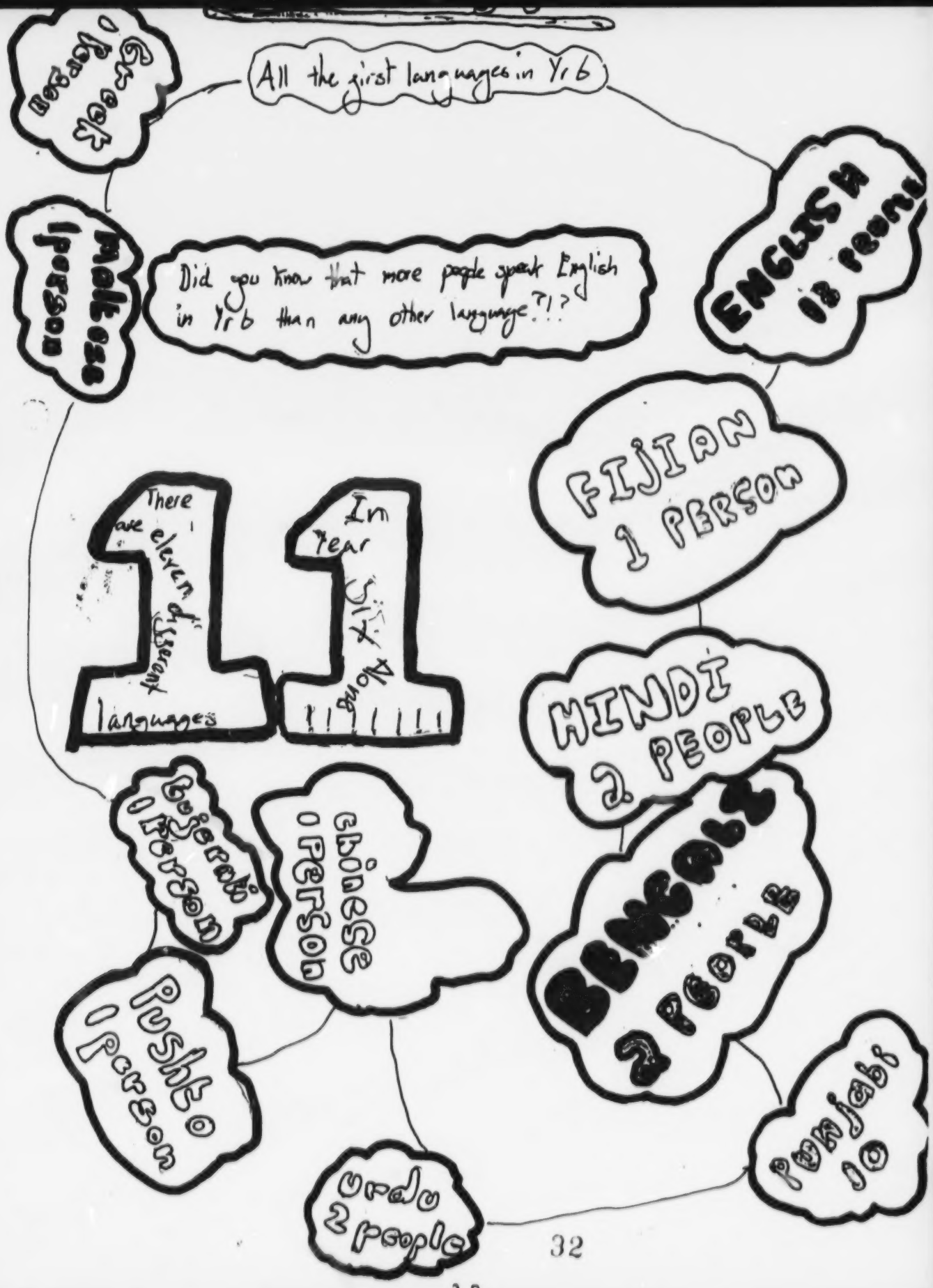
ਅਸੀਂ ਬੇਵੋਇਸ ਟਾਊਨ ਦੇ ਸਕੂਲ ਵਿਚ ਸਾਲ ਸੱਤ ਦੇ ਬੱਚਿਆਂ ਨਾਲ ਮਿਲ ਕੇ ਕੰਮ ਕਰ ਰਹੇ ਹਾਂ ਤਾਂ ਕਿ ਇਹ ਪਤਾ ਕਰ ਸਕੀਏ ਕਿ ਕਿਹੜੀ ਤਰ੍ਹਾਂ ਦੀ ਵੱਖ ਵੱਖ ਬੋਲੀ ਬੱਚਿਆਂ ਦੁਆਰਾ ਤੇ ਪੈਂਸਲੀਆਂ ਦੁਆਰਾ ਘਰ ਤੇ ਸਕੂਲ ਵਿਚ ਬੋਲੀਆਂ ਜਾਂਦੀਆਂ ਹਨ।

ਅਸੀਂ ਇਹ ਸਮਝ ਪੈਦਾ ਕਰਨੀ ਚਾਹੁੰਦੇ ਹਾਂ ਕਿ ਅਗਲੇ ਦਸ ਸਾਲਾਂ ਵਿਚ ਲੋੜੀਂਦੀ ਤੇ ਚੰਗੀ ਸਕੂਲ ਦੀ ਪੜ੍ਹਾਈ ਲਈ ਕੀ ਕੁੱਝ ਕਰਨ ਦੀ ਲੋੜ ਹੈ ਅਸੀਂ ਉਮੀਦ ਕਰਦੇ ਹਾਂ ਕਿ ਅਸੀਂ ਕਿਸੇ ਵੀ ਅਜਿਹੇ ਮਾਪੇ ਨਾਲ ਗੱਲ ਕਰ ਸਕੀਏ ਜੋ ਪੰਜਾਬੀ, ਪੁਸ਼ਤੋ ਜਾਂ ਉਰਦੂ ਬੋਲਦੇ ਹੋਣ ਅਤੇ ਜੋ ਸਾਡੀ ਕੁੱਝ ਪੁੱਛ ਗਿੱਛ ਵਿਚ ਸਾਡੀ ਮਦਦ ਕਰਨ ਲਈ ਤਿਆਰ ਹੋਣ। ਅਸੀਂ ਵਿਚੋਂ ਕੋਈ ਇੱਕ ਜਣਾ 17 ਤੋਂ 19 ਮਾਰਚ ਤੱਕ ਬੇਵੋਇਸ ਟਾਊਨ ਓਪਨ ਈਵਨਿੰਗਜ਼ ਵਿਚ ਹਾਜ਼ਰ ਹੋਵੇਗਾ ਅਤੇ ਜੇ ਤੁਸੀਂ ਸਾਡੀ ਕਿਸੇ ਤਰ੍ਹਾਂ ਦੀ ਮਦਦ ਕਰ ਸਕੋ ਤਾਂ ਅਸੀਂ ਬਹੁਤ ਸ਼ੁਕਰਗੁਜ਼ਾਰ ਹੋਵਾਂਗੇ।

ਧੰਨਵਾਦ ਸਹਿਤ।

APPENDIX F




All the first languages in Yr 6
Greek 1 person
Maltese 1 person
Did you know that more people speak English in Yr 6 than any other language?!?
ENGLISH 18 peopl
FIJIAN 1 PERSON
There are eleven different languages
In Year Six Alone
11
HINDI 2 PEOPLE
Bengali 2 people
Gujerati 1 person
Chinese 1 person
Pushto 1 person
Urdu 2 people
Punjabi 10

at home.

English Punjabi Hindi other lan

language spoken in class?

English Punjabi Hindi other lan

languages spoken in the playground?

English Punjabi Hindi other la

Can you write your name?

Yes

languages spoken by dad.

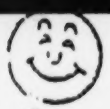
English Punjabi Hindi other lan

languages spoken by mum.

English Punjabi Hindi other lan

Languages Spoken by Grandparents

English


Punjabi

Hindi

other Lan.

Languages spoken by brothers and sisters.

English

Punjabi

Hindi

other Lan

Language spoken to dad.

English

Punjabi

Hindi

other la

Language spoken to mum

English

Punjabi

Hindi

other lan

English Punjabi Hindi other lan.

Language spoken to Grandparents.

Have you got any brothers or sisters in this school

WHO?

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